

Teacher Name:  
Building: HAAS

Subject: Honors/Non-Honors English 3

Start Date(s): 10/19/202-

Grade Level(s): 11th

End Dates(s): 10/23/2020

Day	Objective (s)	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1 Monday, October 19, 2020	<p>Kate Chopin Unit "Desiree's Baby" "The Story of an Hour" Students will be able to identify literary element(s), device(s), or structure(s) within the text.</p> <p>Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Students will determine two more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account;</p>	<p>Students will provide answers to the questions on pages 646 and 647 Students will be assigned discussion questions 1-5</p> <p>In class students will discuss questions 6-10</p> <p>Students will review for tomorrow's test using Kahoot</p>		<p>Textbook Computer Study Guide</p>	<p>Formative Summative Completed Assignments</p>

	provide an objective summary of the text.				
2 Tuesday, October 20, 2020	<p>What do students need to know about the literary element(s), device(s), or structure(s) within my objective? Why is this knowledge relevant and important to the text's meaning? How will I make this information concrete to students? How did I apply this knowledge to understand the text? What skills and/or strategies did I use, and how did I use t</p>	<p>Unit Test- online 3 Versions- Honors, Non-Honors and Adapted (Multiple Choice Questions and 1 essay)</p> <p>Students will be tested on irony, symbolism, realism short story, vocabulary, grammar, appositives.</p>	Whole class-individual activity	Unit Test-online 3 Versions- Honors, Non-Honors and Adapted	Summative Assessment
3 Wednesday October 21, 2020	<p>Shortened Class- Students will have an early dismissal.</p> <p>Students will be given time to do Khan Academy and/or catch-up on missing assignments</p>	<p>Following the test- students will be shown a 5 minute movie on the reenactment of the short story "The Story of an Hour"</p> <p><a href="https://www.youtube.com/watch?v=ofAiwejmMqo">https://www.youtube.com/watch?v=ofAiwejmMqo</a></p> <p>Students will do online SAT Prep exercises using Khan Academy.</p> <p>Students will complete and submit any unfinished assignments.</p> <p>Students will be provided a vocabulary list for the short story "The Lottery"</p>	Whole Individual	<p>Online Short Story of "The Lottery"</p> <p>Textbook PowerPoint</p> <p>Handout</p>	Summative- Khan Academy Written assignments- completed for submission

<p>4 Thursday, October 22, 2020</p>	<p>“The Lottery”  By Shirley Jackson</p> <p>Students will identify the setting of “The Lottery” and explain how the setting helps establish the story’s initial mood.</p> <p>Students will make predictions about the story’s future events using prior knowledge and textual evidence related to setting to explain their reasoning. Culminating Objective</p>	<p><a href="#">The Lottery Full Text</a>  <a href="#">The Lottery PowerPoint</a></p> <p>Article: <a href="https://lithub.com/10-successful-writers-who-dropped-out-or-were-kicked-out-of-school/">https://lithub.com/10-successful-writers-who-dropped-out-or-were-kicked-out-of-school/</a></p> <p><i>New York Times</i> Article: <a href="https://www.nytimes.com/2016/10/02/books/review/shirley-jackson-ruth-franklin.html">https://www.nytimes.com/2016/10/02/books/review/shirley-jackson-ruth-franklin.html</a></p> <p><i>The New Yorker</i> Article:  <a href="https://www.newyorker.com/magazine/2016/10/17/the-haunted-mind-of-shirley-jackson">https://www.newyorker.com/magazine/2016/10/17/the-haunted-mind-of-shirley-jackson</a></p> <p>Shirley Jackson- Biographical Information</p> <p>What warning does Jackson give readers about the dangers of tradition?</p> <p>How does she use symbolism to convey this theme? Students will be able to clearly articulate Jackson’s warning.</p> <p>Students will identify at least one symbol used by the author and explain how it conveys her theme or warning to readers. Shirley Jackson conveys a warning to readers through her theme by demonstrating that blind adherence to tradition can cause otherwise ordinary and seemingly “good” individuals to commit heinous acts.</p> <p>The lottery happens every year, and no one questions its cruelty or takes a stand to stop it.</p> <p>The Black Box symbolizes the townspeople’s adherence to tradition. It is old and decrepit, but they refuse to replace it because the townspeople don’t like to upset tradition.</p>	<p>Whole Class  Small groups</p>	<p>Online Short Story of “The Lottery”  Textbook PowerPoint Handouts</p>	<p>Formative</p>
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<p>5 Friday, October 23, 2020</p>	<p>"The Lottery" by Shirley Jackson</p> <p>Students will be able to identify literary element(s), device(s), or structure(s) within the story.</p> <p>Students will be able to identify the setting/location and time the story takes place. Students will be able to identify the social environment of the characters, including the manners, customs, and moral values that govern their actions.</p>	<p>Shirley Jackson's Story As 'The Haunting Of Hill House' Writer &amp; More   <a href="#">#SeeHer</a> Story   PeopleTV</p> <p><a href="https://www.youtube.com/watch?v=kDAY-VnO0sQ">https://www.youtube.com/watch?v=kDAY-VnO0sQ</a></p> <p>Ruth Franklin, "Shirley Jackson: A Rather Haunted Life"</p> <p><a href="https://www.youtube.com/watch?v=OWVsPIQsbpw">https://www.youtube.com/watch?v=OWVsPIQsbpw</a></p> <p>Shirley Jackson Biography <a href="https://www.biography.com/writer/shirley-jackson">https://www.biography.com/writer/shirley-jackson</a></p> <p>Follow-up discussion about the author and short story.</p> <p>Students will provide answers to the assigned questions.</p> <p><a href="#">The Lottery Symbolism Graphic Organizer</a></p> <p><a href="#">The Lottery Foreshadowing Graphic Organizer</a></p> <p>Students are expected to learn the vocabulary words, understand the plot, identify examples of irony, symbolism, setting, characters, and know at least five things about the author.</p> <p><b><i>Irony= an implied discrepancy between what is meant and what is said.</i></b></p> <p><b>Example:</b></p>	<p>Individual Testing Online</p>	<p>Online Short Story of "The Lottery"</p> <p>Textbook PowerPoint Handouts</p>	<p>Kahoot Textbook -online Self-Test</p> <p>Summative Formative Honors, Non-Honors and Adapted Test</p>

**After getting ready to go to the beach, I looked out the window only to find it raining. "Wonderful", I said.**

Examples of Irony in Everyday Life

1. Profusely	6. Lapse
2. Liberty	7. Soberly
3. Boisterous	8. Disengaged
4. Reprimands	9. Interminably
5. Scold	10. Petulantly
11. Jovial	16. Stoutly
12. Paraphernalia	17. Daintily
13. Perfunctory	18. Defiantly
14. Preceded	19. Hastily
15. Shabbier	20. Gravely